

The Vocational Guidance Quarterly

VOL. 3, NO. 3

Providing for the Mentally Retarded

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—SPRING 1955—

The Vocational Guidance Quarterly

Editor, Clarence W. Failor

Associate Professor of Education, University of Hawaii, Honolulu 14, T. H.
(on leave, University of Colorado)

Production Assistant, Sara Eden

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H. A. Newstead, Ontario Dept. of Educ., 206 Huron St., Toronto 2, Ont.,
Can.

Ann Tanneyhill, National Urban League, 1133 B'way, New York, N. Y.



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Your representatives to the Delegate Assembly will be busy during the Chicago convention this year. In my previous message I pointed out some of the questions which the Delegate Assembly will be called upon to answer. Since then the Special Committee on Professional Membership (Art Hitchcock, Chairman) has reported to the NVGA Trustees.

This committee recommended that professional membership requirements remain essentially the same as at present (B.A. degree and 30 hours of graduate work in guidance and four years of experience). It did suggest certain changes with respect to endorses (3 instead of 2), fees (\$5.00 application instead of \$2.00), and current employment (applicant must be currently employed in guidance work).

The more far reaching suggestion of the committee was that NVGA in addition to professional membership have two other kinds: associate and general.

Message from the

PRESIDENT

The Committee said "Associate Membership is construed to meet the needs of those persons who are interested in the Association, but who are not in guidance and personnel positions . . . (who) . . . want to maintain contact with professional guidance work, possibly some persons in administrative positions, in education, government, or business. This membership would be non-voting. . . . The only criterion for Associate Membership is interest."

In the words of the committee, "General Membership is the membership status established to denote the minimum qualification of persons who represent the purposes and principles of the National Vocational Guidance Association. The Committee suggests that General Membership should be based upon:

a. Completion of a bachelor's degree in an accredited college or university or the substitution of five years of experience in guidance and personnel work in lieu of the baccalaureate degree.

b. One year of experience in guidance and personnel work.

c. Employment in guidance and personnel work, at least part time, at the time of applying for general membership.

d. Interest in, and a desire to uphold the purposes and principles of the National Vocational Guidance Association.

The Committee believes that raising the education requirement above the bachelor's degree would: (1) militate against the ability of the Association to meet the needs of the bulk of the membership, current and potential; (2) necessitate raising the education requirement for Professional Membership to an unrealistic level. The Committee believes further, however, that General Members should be engaged in personnel and guidance work."

The Trustees have considered the report of the membership committee and have voted to submit to the Delegate Assembly suggested changes in the By-Laws which will implement the Committee recommendations. The Constitution Committee (Bert Newstead, Chairman), in consultation with Parliamentarian Harold Sponberg, is drafting the proposed By-Law changes. It will be specified that all present members will be entitled to continue their current membership status. In other words the new standards would not affect us members.

Do you think it wise for NVGA to take this step in raising membership standards? Please discuss it with your representatives so that we can have a real expression of member sentiment in the Delegate Assembly. I shall be happy to have a letter or card from you expressing your opinion which I may present to the Assembly.

I look forward to the pleasure of being with many of you in Chicago.

Clifford P. Froehlich
President, N.V.G.A.

PROVIDING FOR THE MENTALLY RETARDED

with realistic self-understanding

by G. ORVILLE JOHNSON

THE CONCEPT of guidance as the dynamic, interpersonal relationship designed to influence the attitudes and subsequent behavior of a person has long been recognized and accepted by guidance and psychological counselors. Unfortunately, many counselors employed by the schools do not come into contact with problems of adjustment of the mentally handicapped until the individual has reached adolescence, if they come in contact with them at all. Schools which apply the concept of developmental growth toward adjustable adulthood are in a particularly advantageous position to provide counseling that will have lasting effects. The schools have a unique opportunity to provide encouragement and to promote this growth over a relatively long period of time and from a relatively early age. This is an opportunity often denied clinics and guidance centers.

The objectives of an educational program for the mentally handicapped are eventual *occupational adequacy* or *independence*, *social competence* at the present level of physical and mental development with a program planned to encourage anticipated adult competence in the future, and *personal adequacy*. Of the three, *personal adequacy* is undoubtedly of

greatest and primary importance. Without personal adequacy (ability to adjust, realistic self-understanding and a feeling of worth-while-ness) the individual cannot relate effectively with other persons socially or perform the necessary tasks for satisfactory economic independence.

The common pattern of development of the mentally handicapped is usually not conducive to the encouragement of personal adequacy. They have usually encountered numerous frustrations in the home, neighborhood, and school environments that have interfered with healthy emotional development. Their intellectual limitations have not been understood. Consequently, behavior has been expected of them which they have been mentally incapable of performing. Those schools have also failed that have placed mentally handicapped children in a regular class where they are faced with the additional frustration and failure as a result of their inability to perform the same academic tasks as the other children.

The School—A Social Agency

Despite the fact that many classrooms and schools have failed in their approach to the problem of the mentally handicapped, the fact remains that the school is a social agency as well as an educational

G. ORVILLE JOHNSON is Associate Professor at Syracuse University.

agency. It is potentially in a position to provide leadership in giving the mentally handicapped those experiences and understandings that will enable them to become contributing members of the community. The school has a number of distinct advantages. It has the longest association with the child and consequently the opportunity for the greatest amount of beneficial influence on the growth and development of healthy attitudes to any of our social agencies. It is also most likely to have personnel trained in this area of education and have at least the basis of a fundamentally sound program started.

Organization of an Adequate Program

The program must be developed to achieve the primary objective of helping the mentally handicapped child to become a personally adjusted individual at each and all levels of his development. Then and then only can he relate effectively with other persons to make the necessary social adjustments as well as derive the greatest amount of benefit from the instruction. All other objectives are dependent upon and subsidiary to this first one. Through a well planned school organization and curriculum, mentally handicapped persons can be effectively aided in becoming contributing members of their society. This can be most effectively done through special education in a special class for the mentally handicapped where a clinical, educational program is provided. This program must be based upon a diagnosis of the problems and characteristics of *each* child. Fundamentally, the children must be provided with a situation designed

to promote feelings of worth-while-ness and ability to contribute. As personal insights and understandings develop, they are better able to make the adjustments required to live *effectively* and *affectively* in their environment.

Second, the program must start early. Special education, particularly for the mentally handicapped, is often thought of as being rehabilitative in nature. Most effective work can be accomplished by early diagnosis and referral and starting to work toward the personal, social, and economic objectives from the pre-school and primary levels. For the mentally handicapped, it is of value to plan for more than just the development of insights and understandings. Strong habit patterns along lines of acceptable behavior and self-evaluation must also be supplemented.

Third, the organization of the special classes must be at progress levels of maturity—the primary, the intermediate or pre-adolescent, and the secondary or adolescent—to handle the changing problems that develop as the children mature. Skills are not taught at specific times or levels. Rather, the curriculum must be developmental in nature, providing for the building of skills, attitudes, concepts, and habits in a sequential manner at the developmental rate of each child.

Fourth, the classes should be organized singly or in small units within the regular elementary and secondary schools. This serves to reduce the stigma attached to such a school and also provides many opportunities for associations with normal children in activities in which they can participate on relatively equal terms.

Fifth, the experiences provided

in the classroom must be concrete and in as near real-life settings as possible. This will insure grasp of skills and concepts in the context of the situation in which they will be used, necessitating less generalization and less transfer of principles and skills—areas in which the mentally handicapped are particularly deficient.

Sixth, children must be taught to live effectively as children if they are to live as effective adults. A developmental program based upon their characteristics, their problems, and their environment and teaching them to live effectively in it will aid them in developing those attitudes and concepts that can change or be adapted as the situations and maturity levels change.

Seventh, the mentally handicapped child must learn to evaluate himself—his skills—in terms of the requirements of the various activities in which he is participating. This self-evaluation must start initially with the simple skills required at the lower levels and be continuous as each new skill and concept is introduced.

It is difficult to teach mentally handicapped persons whose cognitive abilities are very limited to evaluate themselves and their

abilities in relation to social and vocational situations with which they have had no experience. But they can be taught to make self-evaluations as a common practice and develop an attitude and habit of auto-criticism through planned school situations. As mentally handicapped children learn to evaluate their abilities in terms of activities and skill requirements, they should be taught to apply the same self-evaluation to job requirements.

They must be gradually introduced into adult society so that they can make the transition from the protected home and school environment easily and use the self-evaluative techniques with their vocational and community associations and requirements effectively. Only in this way can it be expected that the mentally handicapped will acquire the self-understanding to bring their vocational and social aspiration level and their level of ability into harmony. This insight and self-understanding does not occur at a specific time or age but becomes a part of the individual as it is a concept that has been lived with, grown with, and applied over and over again in many, many situations.

with integrated counseling

by CHRIS J. DI PROSPO

SPECIAL EDUCATION for the mentally retarded, of late, has been more fully accepting the premise of individual differences as far as vocational and social placement is concerned. It has for many years accepted these differences in

academic achievement. Although the whole system of education is bound together by a common aim, there is no one set of skills or system of instruction valid for all. However, granted the optimum in fulfillment of school training including vocational guidance and vocational training, the latter in isolation is without purpose.

CHRIS J. DI PROSPO is Assistant Professor of Education at the City College of New York.

Guidance and vocational training have given teeth to the mentally retarded, but no food on which to chew. A truly dynamic and sustaining bureau of special education must accept the responsibility of following-up purposeful school training with successful job and social placement. The work of the guidance and placement services to meet these needs is the final payment in special education.

Theoretically, guidance and placement services are administered for *all* children on every level of the school system. But experience has shown that the problem of the retardate has either been neglected or submerged completely in a generalized guidance and placement program. Even if he were granted participation in the general school guidance and placement service, for the retarded there is an urgent need to go beyond that. The reasons are many:

1. The retardate needs someone who understands his unique problems thoroughly, and will approach these problems from his point of view.
2. He requires a service that will spearhead and affect his initial job placement through the usual rigors of keen competition from the normal.
3. He needs someone who will give him job supervision in all phases of employer-employee relationships.
4. He needs someone who can render social supervision as long and as often as the need arises. Some may only need the mental composure that comes from knowing that there is available a service that is interested and willing to lend a helping hand.
5. He needs someone who can direct him toward retraining for whatever the reason, and whenever necessary.

It isn't by accident that general guidance and placement services have avoided the problem of the mentally retarded. The complexities of the problem are such that only specialists in the field can successfully cope with them. These complexities are:

1. At very best the counselor is working with and attempting to sell damaged material, some of which may be completely unsalable.
2. Faulty teacher guidance or unwise parental direction may have tended to undersell or oversell the individual to himself. He may come either completely frustrated or with an unattainable goal in mind.
3. Poor or partial training (notably the individual who has been placed in the special class late in his school life) makes him even less salable.
4. Employment possibilities are generally limited for the retarded.
5. Placement facilities may be non-existent for those of the retarded who are unemployable.
6. Interpretation of the mentally retarded to the employer, to the home, and to the community is a highly skilled technique that can be used best by a person well-grounded in the problems of mental deficiency.

Ideally, it is hoped that each retardate has benefited from his training in special education to the limit of his potentiality, and, ready to leave school, arrives at Guidance and Placement in his most salable condition.

A realistic program faces this condition of degree of potentiality and treats each individual as a separate entity in differentiated groupings rather than considering all retardates in one group labeled "defective."

The term "integration" has gained popularity in recent years in all fields. Integration however, denotes more than the common

dictionary meaning of making things into a whole but also means an indication of the total amount or mean value of the component parts. Therefore, in order to do a satisfactory job of counseling the counselor must know completely the person he is working with. This would mean, then, a knowledge of the person: personally, socially, educationally, and vocationally.

Generally speaking, the mentally retarded approach closest the normal in personality make-up. Thus, although it is vital for the counselor to know and understand mental handicap and its concomitants, it is equally important that the counselor be primarily concerned with Johnny as an individual rather than with Johnny's mental deficit. His handicap is but one factor in his total functioning. It follows therefore, that spectacular techniques are not necessary for counseling the retarded but rather a broad knowledge of all guidance techniques and instruments and an eclectic approach to the retarded in the use of such instruments or techniques that would be of help in occupational-social adjustment.

Much of the economic ineffectiveness of the retarded individual can be laid at the door of personal and social deficits. Deficits that need not necessarily be. The more work that is done with handicapped people, the more it is recognized that the greater knowledge one has of general methods of guidance, the more useful can one be to the retarded.

It was not too long ago that experts in guidance devoted themselves to placement and follow-up but gave little attention to an exposition of the needs and problems faced by youths making the transition from school to work.

Because of their very nature, the retarded are usually lost in a world of words or ideas. They are best guided through an emotional appeal to a person or object. The retarded individual who has had no guidance in the spending of his first wages may easily become a casualty on the loan shark's list. The retarded individual who has not been taught the value of punctuality and responsibility may well be the first to go during business recessions. This is not necessarily so. Many of our employers now tell us that our children would be the last to go because they have come to the job with a proper mind set toward low level functioning jobs, *as careers* and not as interim positions.

Counselors for the handicapped must not forget that the individual so handicapped has many of the same personal problems as the rest of us. If the counselor places a retarded child in a job with which his parents do not agree, personal guidance has been neglected. The child who succeeds on the job but cannot adjust to the freedom of his evenings and worthwhile recreation has not had the benefits of integrated counseling.

The amount of social-personal counseling would naturally vary with the individual and the degree of handicap. For the most handicapped, a sheltered workshop or complete supervision would be the answer. For many others, little more than the availability of supervision in case of emergency would be required. For the majority of the retarded the degree of counseling and supervision would be elastic depending on the times and individual circumstances. Insofar as possible, supervision would not draw attention to the individual.

I have purposely left to the end the role of the counselor insofar as

the school is concerned. In the area of the mentally handicapped the role of the counselor as regards the school program is of prime importance.

The role of the guidance specialist is fourfold:

1. To build and administer *programs* of guidance reaching beyond the individual classroom;
2. To administer the work of non-teaching specialists working *outside* the classroom;
3. To make available to regular teachers necessary information concerning the techniques and materials of guidance;
4. To *do* the specialized guidance for *problem cases*.

Most pupils should get most of their guidance from classroom teachers. The reasons for this are not primarily economic.

1. The most effective preventive guidance arises out of a natural situation. Apparently it is casual with a word here and there stretched over days, months, and years to build an eventual pattern. It is not a surgical operation; it is appetizing, nourishing food eaten day by day with enjoyment. Therefore it is served most economically, both from the standpoint of pupil time and emotional strain, in a "home" atmosphere.
2. Much of guidance "comes easier" when received in a group atmosphere. In the first place, a group discussion sometimes can bring out group needs which would be highly

embarrassing if discussed individually; in the second place, since most living takes place at least amid home relationships, learning made similarly is more likely to be effective.

3. A pupil can no more *take* guidance than he can fail it. *True guidance is growth in efficient self-measurement and self-propulsion.* Thus a pupil *has* guidance, a *personal achievement*, when he is becoming increasingly able to make and carry through workable decisions *based on facts in his own possession.* As a result there is no substitute for providing relevant learning situations for the acquisition of these facts. And this is teaching; and it is the primary responsibility of the classroom teacher. Guidance without facts is like eating without food.

Poor teaching often has not made adequate provision for effective guidance; but such poor teaching does not decrease the responsibility or the possibilities of the classroom teacher for such provision. The classroom teacher needs the help of the guidance specialist; the guidance program needs the cooperation of the two.

Continuing counsel is the last payment on special education. With proper supervision the mentally retarded can achieve both economic independence and emotional stability. Without counsel much that has been spent before may be lost.

* * *

To profess democracy as an ultimate ideal and the suppression of democracy as a means to the ideal may be possible in a country that has never known even rudimentary democracy, but when professed in a country that has anything of a genuine democratic spirit in its traditions, it signifies desire for possession and retention of power by a class, whether that class be called Fascist or Proletarian.—JOHN DEWEY.

NO PLACE TO HIDE

by HENRY WEITZ

I BELIEVE THAT I have received value in full for my small tax share of this nation's appropriations for Fulbright scholars. What I received was simply a question asked by one of the visiting scholars, but it represents an idea for which educators in general and guidance workers in particular should be willing to pay a great deal.

I was having lunch with a Belgium psychiatrist who had just recently arrived in this country to continue his psychiatric studies on a Fulbright scholarship. He had stopped by my office to make some inquiries about student counseling, and after I had showed him around our college counseling center, we went to lunch where we continued our discussion of counseling services available to students in American schools and colleges. In response to his inquiry about the varieties of student counseling services in our institutions, I outlined for him the kinds of programs available in my institution.

Now, I suppose that this college does no more for its students than hundreds of other similar institutions throughout the country. We have the student guidance center which is concerned with educational, vocational, and personal counseling, the upper division deans and the lower division deans

who provide educational guidance and who see to it that students maintain an adequate academic performance, the faculty advisors who help orient new students to the intricacies of college life and who insure that the students select appropriate courses, the dean of men and the dean of women who do disciplinary counseling and advise on extracurricular problems, the house masters who look after the general welfare and adjustment of the freshman men, the house counselors who do much the same sort of thing for the women, the freshman advisory counselors who do ditto, the religious advisors who provide spiritual counsel, and the host of student organizations whose functions range all the way from helping new students become adjusted to their new surroundings to helping older students find new ways of amusing themselves.

Of course, this is only a sketchy picture of the details sought by my psychiatrist friend. In any case, as I elaborated upon the services provided by each of these counseling functionaries, he seemed to become more and more disturbed. Finally, he asked his question: "There seems to be no escape from counseling in American schools. What happens to the student who would prefer, just once, to make up his own mind about something?"

At that point I recognized the value of the Fulbright scholarship program.

HENRY WEITZ is Director of the Guidance and Testing Bureau at Duke University, Durham, North Carolina.

Two Aids to

STUDENT SELF-UNDERSTANDING

and PLANNING

by HERBERT S. BOWERS, YEUELL Y. HARRIS, and EDITH DOI

THE *Guidance Summary Profile* and the *Student Self-Appraisal Folder* are two guidance instruments developed by the Occupational Information and Guidance Service for use in the public secondary schools of Hawaii. It is the purpose of this article to describe each and relate some of their uses in implementing guidance services to the students in Hawaii's secondary schools.

The titles of these instruments indicate their function. Each was designed primarily for the purpose of assisting the student to develop his own cumulative record of meaningful school experiences and providing a means for him to share in the information that the school has about its students through standardized testing and other means of appraisal. Through these avenues the student and those who work with him acquire information useful in making wiser educational and vocational choices and more satisfactory personal adjustments.

The *Guidance Summary Profile* is a single sheet containing two basic sections—the front is a psychograph of test results and the back is a summary of school experi-

ences. On the psychograph, space is provided for recording type of test or inventory taken, raw score, grade placement, and percentile rank. The percentile scores are graphed on a scale divided into percentile equivalents of the sigma units of a normal distribution. This scaling indicates the greater significance of scores at the extremes. Bar graphs extending to the right or left of the fiftieth percentile line stress the deviation of the student from the average of the group.

The summary of school experiences on the other side of the sheet includes a record of school subjects and grades received, extra-curricular activities, and work experiences. Provision is also made for health appraisal and personal appraisal. The former particularly relates to possible physical or health deficiencies that might bear on occupational choice. The latter provides for an eight-point rating scale on eleven items such as accuracy, leadership, and personal neatness. Rating is usually done by a teacher or counselor and discussed with the student.

The reader may be wondering how these *Guidance Summary Profiles* are developed. Usually the form is given its start in the Office of the Occupational Information and Guidance Service where the raw scores and percentiles are entered for the Differential Aptitude

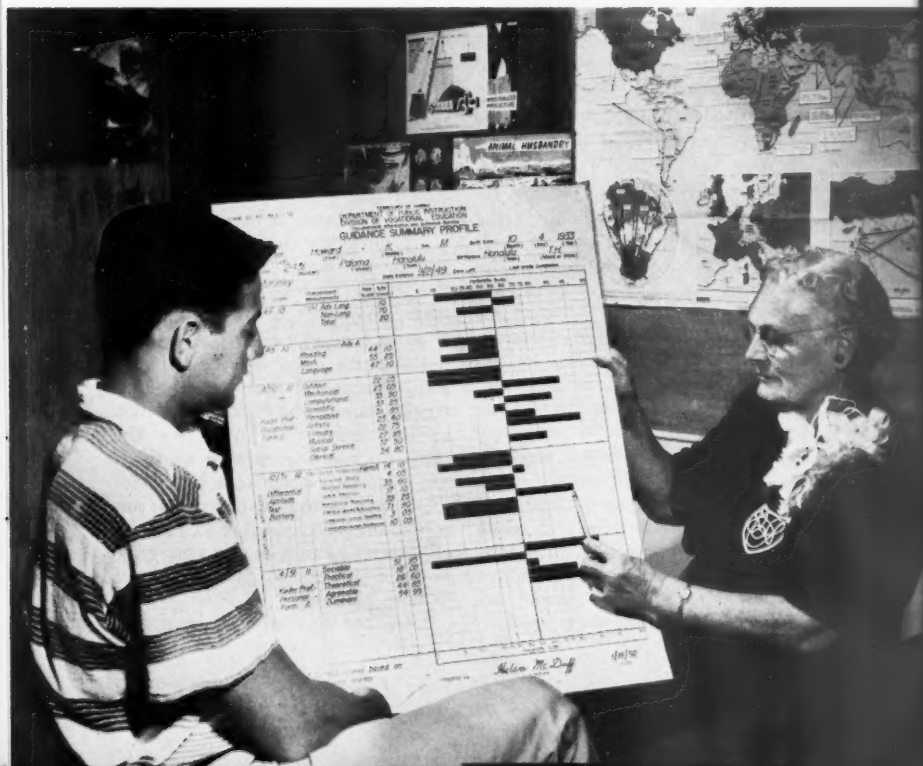
HERBERT S. BOWERS is Director and EDITH DOI is Assistant Director of the Occupational Information and Guidance Service. YEUELL Y. HARRIS is Director of Research and Evaluation. All are with Hawaii Department of Public Instruction.

Test Battery. This battery is usually given at the 9th grade level. The *Profile* sheets are then sent to the respective schools with a sheet for each student who has been tested. At this point, the school picks them up and usually records the scholastic achievement and scholastic aptitude information. In most schools further development of the *Guidance Summary Profiles* is under the direction of social studies teachers. They direct the students in graphing the results on the percentile scale and in the recording of available results of interest and personality inventories and in completing the other sections of the *Profile*.

The *Guidance Summary Profile* then becomes part of the permanent cumulative record of the student

and is available to all teachers and the administrative staff. Some schools have students prepare a duplicate *Guidance Summary Profile* for the student to keep as a personal reference and guide.

The *Student Self-Appraisal Folder* is divided into four sections, two of which are identical with the *Profile*. The cover design of the *Folder* emphasizes the interrelationship of personal, social, physical-vocational, educational, and citizenship areas for satisfactory life adjustment. Space is provided for recording basic personal data and a list of suggested contents, including autobiographies, samples of work, profiles, and other pertinent materials. It is a part of the first section of the *Folder*. The fourth section is devoted to long-range



educational-vocational planning. Here the student brings into sharp focus the helpful information he has available about himself and makes plans and choices as a guide to his future school experience. Provision is made for outlining a program of school subjects, extra-curricular activity, work experience, and leisure-time activity, extending from the ninth grade through post-high school training. The student's record of counselor or teacher conferences and parental approval of plans is a part of the planning section of the *Folder*. Other related items, such as college requirements, vocational goals, and comments by those who work with the student, complete the fourth section.

The original motive for developing of the *Guidance Summary Profile* and *Student Self-Appraisal Folder* was to make available an instrument that would encourage student self-discovery and understanding. The assumption was that these factors would make for better educational-vocational planning by students.

The steady increase in the reported number of schools using both instruments as a part of their guidance program testifies to the soundness of these assumptions. *Profiles* have been developed for over eighty percent of the secondary school students in Hawaii, indicating their widespread use. The *Folders*, being developed later and requiring a more extensive organization of guidance services, are being increasingly used.

The bridge between ideas and practices is often wide, and while no claim is made that either of these instruments are a standard part of every student's school experience, there are many specific

ways in which they have been useful.

One major use has been to assist students and teachers in pre-registration for high school and to aid generally in the process of articulation. Student-teacher conferences using either the *Profile* or *Folder* have resulted in better choices for the high school program. Both instruments are sent to the next level; e.g., intermediate to senior high, and provide the new teacher and counselor with data to continue to assist the student in making the most of his school career. The *Profile* has been sent to the University of Hawaii's Bureau of Testing and Guidance and those continuing beyond high school are again assisted. Other training organizations are requesting the *Profiles*.

Employers, too, are beginning to be aware that there is a summary form which might help transfer some of the findings that the school has within its records to potential employers. Some of the students have found that their copy of the *Guidance Summary Profile* or their *Student Self-Appraisal Folder* is of tangible help in a job interview in getting across to the interviewer information about the students which the employer is trying to obtain.

School personnel are relying on both instruments, too, to help inform parents of the strengths and weaknesses of their children which have a bearing on plans for the future. Parent conferences often are about the plans of a youngster after high school and realistic information which begins to give an all-around picture of the youngster under consideration is a real asset to wise planning.

Last, but certainly not least, has

been the impact on teacher understanding of individual differences. Information contained in these guidance aids has often been used to understand individual students as individuals and they have pointed out graphically and specifically how one student differs from another. How much easier and more interesting it is to a teacher to see the emerging picture of an individual student in her class than it is for her to go over in her mind again the psychological concept of individual differences. How much more real to see Johnny and Jane

in the light of a variety of school experiences and to see the implications that these have for present work and for future plans which they should make.

Of equal importance, and perhaps of greater importance, is that out of all of these may come for Johnny and Jane the kind of self-understanding which will make for realistic choices and happy adjustments. It was with this in mind that the *Guidance Summary Profile* and *Student Self-Appraisal Folder* were developed.

Alcoholism is Not a Crime

Mrs. Marty Mann, Executive Director of The National Committee on Alcoholism, Inc. takes serious exception to the linking of alcoholism with crime as was implied in "Guidance for Adults" in the Autumn issue of the *Vocational Guidance Quarterly*. She writes:

"Alcoholism itself is not a crime. It is a disease, and has been accepted as such not only by organizations concerned with the problem, but also by the American Medical Association, the American Psychiatric Association, and a host of other qualified professional groups."—THE EDITOR.

• • •

I do not endeavor either by triumphs of confutation, or pleading of antiquity, or assumption of authority, or even by the veil of obscurity, to invest these inventions of mine with any majesty . . . I have not sought nor do I seek either to force or ensnare men's judgments, but I lead them to things themselves and concordances of things, that they may see for themselves what they have, what they can dispute, what they can add and contribute to the common stock.—FRANCIS BACON.

• • •

So he had grown rich at last, and thought to transmit to his only son all the cut-and-dried experience which he himself had purchased at the price of his lost illusions; a noble last illusion of age.—BALZAC.

Stability of Adolescent VOCATIONAL INTEREST

by MARIE E. TUTTON

A STRONG VOCATIONAL interest may hold adolescents in school. Boys and girls who have definite vocational goals tend to maintain an interest in those school experiences which help them to attain their goals. On the other hand, the teen-ager with no well-defined or recognized interests may reflect this same indifference in his scholastic endeavors.

In an effort to locate and define interest patterns which may have value in determining vocational goals, secondary school guidance programs often make use of interest inventories. There seems to be a growing tendency among counselors to use such an inventory as early as possible for identification of interest patterns upon which vocational counseling can, in part, be based. A partial justification for the use of such an instrument is dependent upon the assumption that interests have some degree of stability.

Using the Kuder Preference Record, Mallinson and Crumrine¹ attempted to evaluate the interest patterns of 250 pupils in the ninth and twelfth grades of three schools

in Michigan. Interest in the Mallinson and Crumrine study resulted in this project which involved a total of 311 pupils (140 boys and 171 girls) from two central New York schools. About half the cases were from a centralized rural school near a small industrial city. The other half of the cases used were from a village school suburban to a large industrial city.

The inventory used was the Kuder Preference Record, Form B, administered at either the end of the eighth grade or the beginning of the ninth, and again at either the end of the eleventh or beginning of the twelfth grade. Thus in each case a span of three years intervened between the two administrations. Kuder profiles for each case were scrutinized to determine the highest three ranking interests (1, 2, and 3) and the lowest three ranking interests (9, 8, and 7).

Some cases maintained the same rank order on both administrations, as shown in TABLE 1.

A rank-by-rank matching of the top three areas of interest and of the lowest three areas of interest on the two administrations was made. TABLE 2 gives the results.

Further comparison showed that in an appreciable percentage of cases interests which ranked as 1, 2, or 3 on the first administration remained among the top three ranking interests on the second administration. A corresponding number

MARIE E. TUTTON is Guidance Counselor at Port Byron Central School in New York State.

¹G. G. Mallinson and W. M. Crumrine, "An Investigation of the Stability of Interests of High School Students," *Journal of Educational Research*, XLV (January, 1952), pp. 369-383.

TABLE 1

<i>Rank on 1st KPR</i>	<i>Rank on 2nd KPR</i>	<i>Number of Cases</i>	<i>Percentage of 311 Cases (Approximate)</i>
1, 2, 3	1, 2, 3	31 (8 boys, 23 girls)	10
9, 8, 7	9, 8, 7	16 (3 boys, 13 girls)	6

TABLE 2

<i>Rank on 1st KPR</i>	<i>Rank on 2nd KPR</i>	<i>Number of Cases</i>	<i>Percentage of 311 Cases (Approximate)</i>
1	1	115 (59 boys, 56 girls)	37
2	2	61 (22 boys, 39 girls)	20
3	3	51 (22 boys, 29 girls)	16
9	9	99 (38 boys, 61 girls)	32
8	8	62 (26 boys, 36 girls)	20
7	7	60 (30 boys, 30 girls)	19

TABLE 3

<i>Rank on 1st KPR</i>	<i>Rank on 2nd KPR</i>	<i>Number of Cases</i>	<i>Percentage of 311 Cases (Approximate)</i>
1	1, 2, or 3	220 (98 boys, 122 girls)	70
2	1, 2, or 3	186 (76 boys, 110 girls)	60
3	1, 2, or 3	133 (55 boys, 78 girls)	43
9	9, 8, or 7	188 (76 boys, 112 girls)	60
8	9, 8, or 7	177 (75 boys, 102 girls)	57
7	9, 8, or 7	149 (64 boys, 85 girls)	48

of cases occurred in which interests ranking 9, 8, or 7 on the first administration were still among the lowest three ranking interests on the second administration.

Consideration of scores in TABLE 3 in ranks 1, 2, and 3 falling at or above the 75th percentile on the Kuder Profile, and of scores in ranks 9, 8, and 7 falling at or below the 25th percentile made little difference in the number of cases in each comparison.

It was found that in 133 cases interests ranking 1 and 2 on the first administration were both still among the top three in rank on the second administration. In 99 cases interests ranking 9 and 8 on the first administration were both among the lowest three on the second administration. In view of this finding, it would seem justifiable to give somewhat serious consideration to the highest two and lowest two interest areas on the

first administration as being indicative of a tendency.

If broad vocational goals can be outlined on this basis in the junior high school years, continued planning can be carried on in line with developing interests and aptitudes so that final crystallization of vocational plans can be aided by the second administration of the interest inventory. By the last two years of the senior high school the interest inventory can often be used to point out measured interests as against stated interests where there is a discrepancy, and to deny or to confirm already stated plans.

On the basis of this study it would seem generally advisable to use the early administration of the Kuder in the eighth or ninth grade as a basis for awakening new interests, which, in turn, might be used for trying out new school and leisure time activities. Since there is little evidence in the 311 cases

studied that a pattern of interests is likely to remain the same over a period of three years, the interest pattern indicated in the administration of the Kuder in the junior high years cannot serve as too great

a factor in definite vocational planning. Likewise, this study makes all too clear the inadvisability of administering an interest inventory only once and in the early high school years.

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Gertrude Forrester's *Occupational Literature: An Annotated Bibliography* is the latest revision of *Occupational Pamphlets: An Annotated Bibliography* (1948) and *Occupations: A Selected List of Pamphlets* (1946). Published by H. W. Wilson Company of New York and priced at five dollars, this latest revision presents 3200 selected references, over half of which were published between 1950 and 1954. It has nearly doubled in total pages from the first to last edition. Of interest to users of occupational literature are several new reference groupings, such as scholarship directories, labor laws and social security, college and school directories, periodicals and indexes, textbooks for pupils in occupations classes, and the use of occupational information.

• • •

OCCUPATIONS AND CAREERS, by Walter James Greenleaf. New York: McGraw-Hill Book Company, 1955.

This 1955 book by Dr. Greenleaf, long-time Educational and Occupational Information Specialist, U. S. Office of Education, and author of numerous occupational briefs and bibliographies of occupational material, is designed for an occupations course. Part I concerns the individual—his interests, hobbies, knowledge of local opportunities, how to study occupations, and how to get a job. Part II concerns individual occupations grouped according to the standard classification of the *Dictionary of Occupational Titles*. Part III discusses typical industries that employ workers in all occupational classifications. End-of-the-chapter material includes "For Discussion" questions, "How to Relate School Subjects to Occupations" activities, and a "What to Read" list. The appendixes include an outline for a community survey and 1950 census data on population, labor force, employment and occupations. Appropriate format and readability is enhanced by numerous charts, tables, and photographs.

The Teacher

and the cumulative record

by FRANK G. DAVIS

IN MOST HIGH schools today teachers are expected to carry considerable responsibility for the guidance of their pupils. In too many schools this service remains a hope. Most teachers would be willing to help out with the guidance program but they scarcely know where to begin. If they are to carry out this service effectively, the school must provide intelligent and continuous leadership. Teachers must be sold on the idea of guidance and must come to understand that it cannot be provided effectively unless they have adequate information on all their pupils. In other words, the school must have an adequate in-service training program and some plan must be arrived at by which information on pupils can be put into the teachers' hands.

Many of us believe the solution to the second problem lies in putting cumulative records into the hands of the teacher in the classroom. But how shall this be done? Certainly the office records cannot be moved into the classroom. We shall not try to argue in support of this statement; it would seem to be almost axiomatic.

The writer tried for a number of years to find a solution to this problem. The idea of having a card

file with significant information on each pupil was considered and discarded, as was that of having a cumulative folder on every pupil in the classroom. Finally, a story of a teacher in a California elementary school, who had a loose-leaf notebook with a page for every pupil, gave him an idea.

While it was a very simple matter for an elementary teacher meeting the same 25 or 30 pupils all day and every day to keep a loose-leaf notebook with an up-to-date record of each pupil, the solution was slightly different in a high school where she would be dealing daily with from 100 to 200 different pupils. Here the teacher could not handle the matter without being unconscionably overworked, with all that means to her morale and efficiency.

The idea then presented itself that this notebook with records of 100 to 200 pupils could be placed in the hands of the teacher with no work on her part. The technique is as follows: Provide the class counselor or homeroom teacher with a printed cumulative form $8\frac{1}{2}'' \times 11''$ with a vertical column for each year's record (probably four years is about the maximum for one page) and ask her to record a few of the most important items on this form for each of her pupils. Following is a list of proposed materials for this cumulative sheet:

FRANK G. DAVIS is Head of the Department of Education at Bucknell University, Lewisburg, Pennsylvania.

(At top of the page, in the middle of the sheet)

Name, age, home address (with space for address changes), location in the family, and general economic level

(At left side)

1. Class counselor, Homeroom teacher
2. Health conditions and handicaps, if any
3. Scholastic aptitude (quartile)
4. Success in basic subjects (quartile)
5. Reading age
6. Special interests and aptitudes
7. Activities—in school or out
8. Work experience
9. Plans—educational and vocational
10. Acceptance by his fellows (perhaps determined by sociometric techniques) or evidence of leadership
11. Special problems

These records are sent to the office, where a typist, using copies of this form on fairly thin paper and tissue carbon paper, types six or seven copies at a time. One of these copies is delivered to each teacher of that pupil, her only labor being to arrange these sheets alphabetically. Probably the loose-leaf cover should have three rings since the lightweight paper will need this support.

This clerical work can usually be done before school opens in the fall and the records may be on the teacher's desk when she starts her year's work. Experience has shown that a good typist can type the records at high speed. The cost is slight, compared with the value to teacher and pupils. If a pupil changes classes, his one-page record goes to his new teacher or teachers and is placed alphabetically in one or more notebooks.

Will the teacher use the materials in this record? That depends

on how interested the teacher is in studying pupils. At least she does not have the excuse that records are inaccessible. Limited experimentation with the idea indicates that teachers use these records if encouraged to do so. But no guidance scheme will work without provision of dynamic leadership.

But why have the record on only one side of the sheet? First, one side provides sufficient space. Second, a teacher sometimes wishes to make notes on a pupil. In that case, all she needs to do is to turn the page and write on the blank side. If the teacher wishes to send a copy of this anecdote or comment to the homeroom teacher or counselor or both, she merely turns the page over onto one or two carbons and extra sheets. Thus the comment goes into one or two cumulative folders. Also, all conferences with pupils are recorded here. When the pupil leaves the school system the one-page record is filed in his cumulative folder in the office.

We should mention here the counselor's or homeroom teacher's record of her pupils. The original copy she sent to the typist, or one of the typed copies if there are enough of them, is placed in her homeroom folder, which will gradually collect many other items, including questionnaire and autobiography in addition to the anecdotal records sent by classroom teachers. The counselor or homeroom teacher then has much valuable material she can use in counseling individual pupils.

The above type of record for classroom teachers is the best known to the writer. He would appreciate information on more promising schemes.

Adult Counseling Aids

IN RETIREMENT PLANS

by IONA LOGIE

WHEN BENJAMIN FRANKLIN Adult School and Marina Adult School, San Francisco, offered last year some new services in retirement counseling, the age-range of the men and women who took part was far greater than the usual bracket of the 60-65 and older groups. In this older category only 47 per cent of the counselees were found, as contrasted with 53 per cent younger than age 60. The youngest person was 43, and fully 30 per cent between that age and 59. Again this experiment in so-called retirement planning made clear that increasing numbers of American men and women realize they cannot safely wait until the sixties arrive before embarking on programs of enrichment in living.

Types of Problems Raised

It is also evident, at least from the data gathered in the San Francisco experiments, that the economic pressures of our time have forced a great many people to seek supplementary income in later years. Obviously, too, the persons under 60 were for the most part interested in full-time employment rather than part-time, but came for counseling on job-hunting for those no longer in the favored thirties—or younger!

IONA LOGIE is Veterans' Counselor and Adult Counselor of the San Francisco School Department.

The variety, and frequency, of the motives and needs mentioned by the clients themselves were:

Counseling and information about jobs for older workers.....	32
Counseling about training and re-training for work after an interval away from the employment market..	19
Counseling about choosing hobbies and avocations—where to learn and what to choose in arts and crafts..	17
Counseling about further education: high school, college, or special education apart from vocational.....	14
Counseling on channels for social contacts—e.g., with older persons with similar interests.....	10
Channels for community service and volunteer work.....	9
Counseling on personal problems: home life, living arrangements, housing, and psychological adjustment to change of status.....	7
Channels for information on how to start an independent business.....	5

Pattern of the Service Offered

Because of these expressed needs, and the enforced group-guidance type of service, the counselor tried out a plan designed to provide both socialized group activity and individual interviews. After two preliminary meetings, explaining the nature of the experiment, and after volunteers had expressed their willingness to serve newcomers as reception and information committee, each three-hour session was divided as follows:

1. 6:30 p.m. to 8 p.m. Reading time for perusal of the books,

pamphlets, newspaper articles on such topics as part-time jobs, hobbies, educational opportunities in the San Francisco adult schools, and volunteer service.

Special committees had volunteered to select and paste into looseleaf scrapbooks the current newspaper and magazine articles on the above topics, as well as typewritten summaries of personal experiences in job-hunting reported by members of the group.

Meanwhile, in a separate room, the counselor conducted personal interviews with members of the section, usually four each night, for some twenty minutes each. In the long run, each client had at least one interview and some had two, especially the anxious ones who came early or stayed late.

2. 8:00 p.m. to 9:30 p.m. Group activity on topics suggested by members, or discussions on social security benefits (led by Mrs. Mercia Kahn of the San Francisco branch office), or on topics such as the following:

Job Information, with guest speakers from the California State Employment Service and the Forty-Plus organization.

Tests and Interest Blanks, what they can and cannot do, with opportunity for each member who wished to take the Brainard Interest Inventory and the Terman-McNemar Test of Mental Ability. Results of these were utilized by the counselor in the individual interviews.

Discussion of Hobbies, with guest speakers and members of the group reporting.

Discussion of Volunteer Service, with a speaker from the San Francisco Volunteer Bureau, supplemented by personal experiences narrated by members of the group.

Evaluation of Retirement Counseling

At the end of each series of seven meetings, a questionnaire was distributed to be filled out anonymously at home, and mailed back. It is pointless to attempt any statistical analysis of the forms returned, but at least these areas of "most beneficial service received" were soundly approved:

1. General information sessions, and especially individual counseling, on types of work available to older persons and the training or re-training necessary, where training does apply;
2. Information about avocational pursuits which may ultimately prove profitable as well as enjoyable;
3. The social values of meeting with other adults of mature years, with similar interests and problems; and
4. The opportunity to use the occupational library of books, pamphlets, news articles, and current advertisements which bear on the problems of aging but active persons.

Reports on New Beginnings

Some representative items on the questionnaires returned will indicate the types of service which apparently led to the training and/or placement:

Information about work I can do at home, like telephone sales work.

Facilities for taking civil service examinations for State and Federal positions.

Introduction to the *Great Books Foundation*, for which I am now taking a leadership course.

Introduction to the *Vocational Nursing course*, for which I have applied.

How to find out where to go for hobbies and volunteer work I can really do at my age.

I found what I came for, *i.e.*, suggestions to work out a happy and useful period of retirement.

There remains, however, in spite of all encouraging comments, the simple, unforgettable statement of one woman who has a job, who is not financially in need, who has a

grown family nearby, but who nevertheless wrote on her first personal-summary sheet: "I came to find peace of mind, and to forget my loneliness."

We ask ourselves, "Can Adult Education and Adult Counseling offer some of the answers to this question also?"

* * *

The April NVGA Convention in Chicago will feature recently completed research and newer practices in the many phases of vocational guidance. The initial general session on Monday, April 4, will be highlighted by Eli Ginsberg's report of the Recommendations of the National Manpower Council. The latter was set up by President Eisenhower when he was president of Columbia University, and takes a careful look at the implications of expected technological advancements. From Monday to Wednesday, the Functional and Interest Sections will present their programs. The meetings on recently completed research will usually present 2 or 3 significant studies, and then invite broad discussion. The meetings on newer practices will be of a "semi-structured workshop" type, that is, very short presentations will be made by invited speakers; then the audience will become active participants, a procedure which is expected to encourage an exchange of ideas based on actual experiences, to the advantage of all concerned.

A general session on Wednesday evening will give everyone an opportunity to hear the summaries of the research, workshop, and business meetings held by the sixteen interest and functional sections. On Thursday morning, the first general section will deal with a community's involvement with an occupational self-study. Community leaders of Middletown will be on the panel to give their candid, constructive views on the cooperative project with guidance workers. This will be followed by another general session on Administrative Practice and Problems of Supervisors of Large Guidance Programs. A luncheon at 12 will close the NVGA program with nationally prominent speakers on employment of the older worker.

Briefly, almost sixty sessions are being scheduled for NVGA's 1955 convention. We humbly believe that past experience, and diligent application by the entire program committee, will help us to present an interesting, professionally sound, significant convention. The social aspects also have been provided for, perhaps in a more concerted manner than previous years.



THE HAPPY HARMONIZERS

Left to right: M. M. COCHRAN, Dir. of Guid., Orleans, Mass.; D. ROSS PUGMIRE, Univ. of Oklahoma; C. C. DUNSMOOR, Dir., BOCES Guid. Ctr., Katonah, N. Y.; SANDY WALL, Texas Christian Univ.

A SCHOOL administrator, an educational philosopher, and two directors of guidance, one of whom is also a counselor trainer, exemplified the growth of understanding between counselors and other educators at one of the weekly luncheon meetings held during the summer by the University of Colorado Personnel and Guidance Association, a Branch of NVGA.

Fun and satire characterized the songs they composed and sang, one of which is reproduced below.

Counselor's Cantata

(Tune: Brighten the Corner)

Oh the counselors are gathered in the Persian Room
Situating far from any bar
And our stimulating speaker tell us o'er and o'er
To work with the children where they are.

Chorus: Work with the children where they are
Work with the children where they are
A gentle alter ego we will never mar
If we work with the children where they are.

An integrated personality's our goal
And we'll never give their souls a jar
They will all be little prodigies when we get through
Guiding them onward from where they are.

Chorus: Guiding them onward from where they are
Guiding them onward from where they are
Oh, they'll all be little prodigies when we get through
Guiding them onward from where they are.

Oh, we're out to renovate the schools of USA
As we hitch our wagon to a star
And the ultimate millenium will be the day
When the teachers are couns'lors like we are.

Chorus: When the teachers are couns'lors like we are
When the teachers are couns'lors like we are
Oh, the ultimate millenium will be the day.
When the teachers are couns'lors like we are.

From School to Work, with Help

by ELIZABETH S. JOHNSON

THE CHANGEOVER from school to work is not easy. Young people—many without adult help—are finding this out each year. But adults can help.

Some suggestions as to how the community can help young people in the transition from school to work came out of a Joint Conference on Children and Youth,¹ held in Washington, D. C., last May.

The conference work group on Employment and Transition from School to Work pointed out that meeting these needs is a job for the whole community, not just for schools and employment service. Since it is through work that many young people begin an independent participation in community life, the community has an interest in making this participation as constructive as possible. Working and earning experiences can be valuable supplements to school and social activities in youth's rounded development. Good employment opportunities for youth turn restlessness into interesting ventures

and offset tendencies toward socially unacceptable activities.

Young people need adult help in finding and holding jobs, and everyone in the community, including employers, should help give youth an opportunity to get good work experience. Such a program would serve the many high school students who would like to work and who would profit by it but who, unaided, are unable to find part-time or vacation jobs. It would aim to reach out-of-school youth who need its services—drop-outs who have as much difficulty in getting along on the job as they did in school, or graduates who may need guidance in making future vocational plans. It would help all working youth make the most of the opportunities for learning and growing up provided by their work experience.

The work group made these concrete suggestions, based on successful youth employment programs carried on in various parts of the country:

ELIZABETH S. JOHNSON is with the Bureau of Labor Standards, Washington, D. C., and is President-Elect of the Young Workers Section of NVGA.

¹ Initiated by the National Advisory Council on State and Local Action for Children and Youth and the Federal Interdepartmental Committee on Children and Youth, bringing together representatives of Committees on Children and Youth from 25 states and Territories and representatives of Federal agencies having programs for children and youth.

1. Find out how many high school students want part-time or vacation jobs, and what job opportunities there are for them in your community. Involve as many community organizations as possible in making the surveys and in using the findings.
2. Help everyone to understand, and employers to adopt, suitable job conditions and supervision practices for beginning workers. A knowledge of Federal and State

child-labor laws and standards is necessary for those who place young people on jobs. Sometimes job conditions can be modified to make the job legal and right for the young applicant.

3. See that beginners have concrete information on job opportunities and how to do the job. Help them to appreciate the value and dignity of all useful work.
4. Help youth learn about working standards, social security, workmen's compensation, and other laws affecting their job rights and obligations.
5. Use the employment certificating office as a means of getting from other agencies additional services such as counseling, health services, financial aid, specialized training, or advice about more schooling.
6. Provide coordinators of organized school-work programs, attached to the school or other community agency, to assist in community planning and to help all young workers make adjustments and learn through their job experiences.
7. Keep in mind throughout the program the need of all these young people for help in developing realistic long-range vocational goals.

The work group recommended that all community groups support the schools in their efforts to adapt their programs to the individual needs of pupils as a means to reduce drop-outs. The child who has no success in school is likely to drop out and become the problem child of industry. Because of the rising population of adolescents, overcrowding and heavier teacher loads will be an increasing threat to adequate individual attention and guidance unless sufficient preparation is made.

Community groups can work within their own organizations and join in community efforts to encourage families to keep their children in school. Spreading an under-

standing of the values of education to those families who under-rate it, and providing student aid for those who need it, are projects that many organizations might undertake. Plans for further education and vocational choices should be determined on the basis of abilities and interests rather than on the short-range economic advantages of a job at hand.

Rural communities, especially, need to help parents see the value of education so that immediate use of youth's labor on the farm is not allowed to interfere with progress in school. Unless special attention is directed to rural areas, limited school facilities and vocational training and counseling opportunities, together with the demands of the home farm, may mean a limited vocational choice for rural youth.

Communities also should analyze the vocational opportunities of children of minority groups, the juvenile delinquents, the physically handicapped, the mentally retarded and the children of agricultural migrants. Communities should see whether local programs for aid to dependent children are fulfilling their purpose of helping these children stay in school and enjoy the same freedom of vocational choice as other children. When they work, it is important that they experience the satisfactions of growing independence without undue responsibility for support of their families. Giving equal opportunity often means giving special attention. Youth in these special groups who do not seek out opportunities should be found and assisted to develop and use their skills. Conservation and development of our human resources are important to the individual and to the Nation.

Communities interested in helping their young people make a successful transition from school to work will have to consider and support the budget needs of schools, the State employment service, and other agencies sharing this work. Youth councils and commissions should explore with these agencies the possibilities of expansion to meet present and future needs in the light of future increases in population of youth. Various groups in the community should plan together to develop programs that will supplement what schools and the employment service can do.

In the light of the importance of vocational adjustment to youth, it was suggested that schools of social work and other schools giving training courses in preparation for any professional work with young people include in their curricula special orientation in the whole field of youth employment. All who work with youth need an understanding of the reasons for child labor laws, and the purpose of employment certificates, as well as a knowledge of what constitutes good working conditions and labor standards. They should appreciate the importance to youth of vocational counseling and placement opportunities and know

how to make use of such facilities.

Shortages of desirable job opportunities for youth compel the community to consider seriously the values of employment, and conversely, the effects of unemployment, for youth. Communities are challenged to use ingenuity in mobilizing employment opportunities for young people who want to work. Guidance counselors and youth-serving agencies have a chance to cooperate in helping teen-agers find in their job experience a laboratory for learning and growth. Youth, benefiting from such community programs will be happier now and better equipped for vocational choices they have to make later.

Many vocational counselors are already in touch with their State and local committees on children and youth. Others may write for information about the committees and their officers to Betty Barton, Secretary, Interdepartmental Committee on Children and Youth, c/o U. S. Department of Health, Education, and Welfare, Washington 25, D. C. Working with this citizen movement for strengthening services for children and youth provides guidance counselors added resources for cooperation and progress.

* * *

The 1954 revision of "Child Labor Bulletin No. 101, A Guide to Child-Labor Provisions of the Fair Labor Standards Act," gives up-to-date information on the child-labor provisions of the Act, on regulations and hazardous occupations orders issued under these provisions, and on the use of State work permits, employment certificates, and age certificates as proof of age under the Act. It is a useful reference on the minimum ages set under Federal law for various kinds of employment. This 21 page booklet is available without cost from the Wage and Hour and Public Contracts Divisions, or the Bureau of Labor Standards, U. S. Dept. of Labor, Washington 25, D. C.

At Your Fingertips

A FILE FULL OF INFORMATION

by HAROLD L. MUNSON

A FILING SYSTEM which will handle the voluminous amount of current information crossing the counselor's desk is a necessity. The busy counselor finds it extremely difficult to review and remember all the vital details concerning scholarship announcements, vocational and educational information, and the current professional data which he receives daily. He cannot, however, afford to overlook the constant stream of pertinent facts which will assist him in the counseling process. For without that background of information, that necessary up-to-date-ness concerning all phases of education, he cannot do a thorough job. He must be familiar with the information at least to the point of having the data at his finger tips. Thus, a most important issue facing the counselor is to have the data *available* when it is most needed and at a time when it can best be used.

To function efficiently, then, the counselor should consider establishing files of information concerning scholarships, college programs, and general professional

literature pertaining to guidance. They are not to be a means of getting information out of the way and they are not meant to collect dust. They are to be organized as a useful and meaningful tool in counseling. The scholarship files should include a *Scholarship Index File* for reference to specific colleges or scholarships, a *Sources of Scholarship Information* for detailed information concerning awards, and the *Scholarship for Specific Vocations File* to which the counselor can refer for information concerning scholarships available in certain occupational areas.

The scholarship file is an important part of the counselor's equipment. This is especially true today with the growing number of business and industrial scholarships and work-study programs. The accessibility of this information, easily and quickly, is of utmost importance during many counseling interviews. The first step in the developing of the scholarship filing plan is the organizing of a *Scholarship Index File*. For simplicity, an alphabetical filing arrangement is advisable, using either the college, business or industry, whichever is applicable, as the filing guide. This information should be recorded on 3 x 5 or 4 x 6 filing cards, along with the address and a minimum of pertinent facts. This core of data can be obtained from the numerous scholarship announcements, brochures, publications of commercial guidance services and other source materials which cross the counselor's desk. The index cards should be prepared prior to the distribution of the material to the various personnel and homerooms concerned.

The detailed information would be stored in a *Sources of Scholar-*

HAROLD L. MUNSON is Guidance Supervisor, Bureau of Guidance, New York State Department of Education, Albany, New York.

ship Information file. A large, vertical file is best for storing the many different types of scholarship information which arrive in many different shapes and sizes. Here, again, the simple alphabetical arrangement is best, being certain that the filing card in the *Scholarship Index File* is marked "for additional information see Sources file." Thus the counselor is provided with organized storage for the official scholarship publications of various colleges, the numerous scholarship brochures and announcements, letters from alumni organizations and other sources of scholarship aid. The sources file makes it possible for the counselor or student to obtain the details regarding those scholarships which interest him.

As the *Scholarship Index File* grows it would be wise for the counselor to establish a companion file where scholarship information can be indexed by fields of study. This file can be termed the *Scholarship For Specific Vocations File*. For example, all scholarships listed in the *Scholarship Index File* pertaining to journalism could be listed in a Vocations file on a card headed "Journalism." The headings for this file will naturally be determined by the type and volume of material contained in the *Scholarship Index File*. Thus the counselor desiring quick reference on journalism scholarships would have local source information accessible on one card. At the beginning an alphabetical listing of occupations would be the best method to organize the Vocations File. Thus, as awards for specific occupational areas are discovered, it would be easy to add it to a card or start a new one. If a two-drawer, 3 x 5 or 4 x 6, filing cabinet is used, one

drawer can be used for the *Scholarship Index File* and the other drawer for its companion, the *Sources For Specific Vocations File*.

This type of filing lends itself to quick and effective use by the counselor and the student. As situations arise during the interview, the counselor can quickly state a few opportunities for further investigation. The counselor can also use the filing system for detailed searches which demand some amount of preliminary investigation. Students should be encouraged to browse through the files to determine the many opportunities available for their particular needs and to review the information available. Material could be signed out for study in the guidance reading room or for overnight study and discussion at home.

Many a counselor has encountered the student who is having difficulty in locating the college which offers the curricular specialization, yet is also adaptable in other respects to that particular student's needs. This type of situation often requires a great deal of investigation into many different colleges. To cope with these and other similar problems, the counselor should have in his office a *College Information File*. In establishing the *College Information File*, the counselor's main objective is to list the educational opportunities available in any given field of study. It is also a center for gathering information about college programs. Although portions of this information are available in various reference sources, the most complete, most up-to-date compilation should be in the counselor's file at his fingertips. Again, for simplicity and ease in usage an alphabetical arrangement is recommended, using the

various fields of study as filing guides. This type of file is simple to initiate, for all the counselor need do is to select a plain manila folder and label it with the occupation concerned. Into this folder he can readily file varying types of information concerning training programs for that particular area of study.

One of the most common types of information he will want in this file will be the lists of accredited or registered colleges and training programs as published by various professional societies, government agencies, and other groups. These can be kept up to date easily since most organizations revise their lists frequently. Information from different sources regarding the caliber and distinctive features of the educational program or department at various schools and colleges can be recorded by the counselor on the inside of the folder as this information is reliably obtained. The counselor can never obtain too much information concerning colleges with selected curricula and outstanding departments. This filing system also allows the counselor the freedom for listing unusual programs of study areas which are usually omitted in standard references. It is also possible to list cooperative work programs and other pertinent data as it comes to the counselor's attention. In some instances it is advisable to keep one or two descriptive brochures available in the folder on the field of work. This is particularly true of a very few outstanding picture booklets.

Although, at the beginning, it can be only supplementary to reference sources, it will eventually be-

come a vital counseling tool. In permitting file folder notations by the counselor, it has a distinct advantage over reference publications. This type of file could be used by students although it should be designed and executed as a tool primarily for the counselor. It is a place for his confidences and his opinions. It will be surprising how fast this file of information will grow, especially for the counselor who works at gathering data of this type in order to do an effective counseling job.

Any discussion of a sound filing program for counselors would not be complete without some mention of an organized method of storing the general professional guidance literature so necessary to the competent counselor. For, once again, he must have at his fingertips detailed data on military service, testing, curriculum development, inservice training, counseling techniques, public relations, and other aspects and evidences of strong professional training and background.

Innumerable systems of filing this information can be found, from the commercially-organized to the counselor-developed plans. Regardless of the system being planned or in effect, the wise counselor will keep this file very simple. This is necessary in order to keep the file effective, alive and vital. If allowed to become too complex or overloaded with out-of-date material, it may become ineffective.

In developing any of these filing plans, the diligent counselor can expect greater dividends. Time—yes, they take time to plan and develop but “good counsel has no price.”

Book

REVIEW

THE SOCIOLOGY OF WORK, by Theodore Caplow. Minneapolis: University of Minnesota Press, 1954. 330 pp. \$5.00.

HERE WE have a text which, in its first eight chapters, presents a richly textured picture of our working society. It delineates in sharply drawn lines the structure of occupations in a meaningful whole. Much of the occupational material at the disposal of the counselor is fragmentary and disparate and much of it is centered on information about the professions without reference to sociological implications. If work is a "way of life" and vocational preference is a part of the total adjustment of the individual, the first eight chapters give meaning to these points of view.

In a readable and interesting style the author describes the occupational pattern of our society and its division of labor. He interprets as he goes along the institutional accretions that have attached themselves to specific work activities, the attitudes that have developed, and the roles imposed on participants. These and other items are discussed with consideration given to arguments and counter arguments. Studies and historical allusions are drawn upon in his discussion of the "social roles which arise from the classification of men by the work they do."

Some of the problems he poses for occupational sociology concern

the social processes which determine the evolution of occupational groupings; the relative rank of occupations; variations among occupational groups as to attitudes, tastes, standards, and their effect on community living; movement within or among occupational groups; social roles; differences in working situations; and the growing importance of our educational institutions as a key determinant of occupational choice.

After a brief historical sampling of the assignment of work a chapter is devoted to various systems designed to measure occupational status. The author concludes that there is no single unitary system which ranks satisfactorily the major occupations. Of particular importance to the counselor or anyone concerned with assisting individuals in the realm of occupations are the chapters on vertical and other mobilities. These in concise form provide cogent information on promotional possibilities as well as limitations imposed by specific types of occupations or areas of work.

The dimensions of occupational institutions and ideologies are provided in a sampling "of the principal dimensions which are important in all institutions of this kind, and to a brief discussion of these dimensions in four groups of occupations, each of which has a distinctive situation. These are (1) independent, fee-taking professionals (lawyers, physicians, dentists, or architects); (2) building craftsmen (carpenters, masons, electricians, or steamfitters); (3) semi-skilled machine-tending factory workers (employed in the manufacture of shoes, automobiles, appliances, or paper); and (4) small retail merchants (grocers,

butchers, hardware dealers, or filling-station operators)." Recruiting procedures, seniority and merit evaluation, occupational behavior controls and other structural characteristics are considered.

Since organizational activity is an important part of our culture, the author devotes a chapter to labor unions, their development, and their effect on the present occupational structure. The chapters on vocational choice and occupations for women are limited. Where each of the earlier chapters carry an extensive bibliography, bibliographies for these later chapters carry few references to significant work that is currently being carried on. For example, while Ginzberg and Associates' *Occupational Choice* is discussed no reference is made to Donald Super's monumental work *Appraising Vocational Fitness*. Nor is any reference made to his considered reply to Ginzberg *et al* in his article on "A Theory of Vocational Development" in the May 1953 issue of the *American Psychologist*. No mention is made either of Hoppock's "Job Satisfaction." Miller and Form in *Industrial Sociology* have done a more considered piece on vocational choice and career patterns than Caplow.

In the chapter on "Occupations of Women" it seems to this reviewer that the author leans rather heavily on the psychoanalytic point of view. Further, he states that for lack of verifiable evidence he has had to accept "the technique of the social anthropologist to assert the universality of a theme on the basis of personal evaluation, introspection, and what might be called circumstantial evidence in the literature." He overlooks the significance of the increase in women's

employment and the broader use of their services in many types of business and professional activity. The booklet of the Women's Bureau, just released, "Changes in Women's Occupations, 1940-1950" seems to belie his observation. According to this report about 30% of all workers in the U.S. are women and appear in all the 446 occupations that the census lists.

Little or no attention was given to the effect of legislative action, state or federal, on occupational choice. "The Fence-Me-In-Laws" by Ruth Doyle—an article which appeared in *Harper's* in August, 1952—raises pertinent questions about the possible effects of this kind of restrictive legislation. In Wisconsin alone she indicates that 350 businesses and professions require licenses.

Despite biases and the author's limited appreciation of the work done outside his field counselors and others engaged in assisting individuals of any age or level of education toward employment are urged to read it. It will give them a background for better understanding the tapestry of our working society and more particularly the current and significant changes in selection procedures.

The author's descriptions with reference to such topics as specialization, the increasing use of objective techniques for selection of employees and the influence of educational institutions in their admission and graduation requirements for technical and professional courses should be particularly noted. The book as a whole will provide the counselor with fresh insight. As the author observes "whether the choice is made with or without the benefit of guidance, putting the choice into effect in-

volves some elements of personal planning which depends entirely upon the information available." This book is an excellent companion for Shartle's *Occupational Information*. The two combined are

good texts for occupational information classes, providing rich material for discussion.—EMILY CHERVENIK, *Assistant Dean of Women, In Charge of Occupational Counseling and Placement, University of Wisconsin.*

Briefing the JOURNALS

NORMA SHANAHAN, "To Guide Youth Into Teaching," *California Teachers Association Journal*, 50 (October, 1954), pp. 12-13.

This is a story of a program to recruit teachers initiated by a Business and Professional Women's club in a California community. The program was begun in the senior high school and later extended downward to the eighth grade. It was carried forward with cooperation from school administrators and counselors. Briefings at central school administrative headquarters, visits to elementary schools, and evaluations of the program were principal phases in the project. No mention was made in the report of any effort to evaluate the potentialities of those being recruited for teaching.

Careers in Education. California Teachers Association, 693 Sutter Street, San Francisco. September, 1954. 80 pp.

This booklet was written for high school and junior college students who are considering teaching as a career. The text was written by Dr. Lucian Kinney and graduate students at Stanford University. It is available at the above address, single copies at 35¢ and in quantities of ten or more at 27¢ each.

EUGENE T. McDONALD, "Understand Those Feelings," *The Crip-*

pled Child, 32 (October, 1954), pp. 4-6, 29.

This would be, in many instances, a good article to put into the hands of parents of handicapped children. It stresses the psychological pitfalls into which the nonalerted parent may fall in dealing with the psychological and personality development of the handicapped child as an individual and with the development of a wholesome family group relationship in the family of which the handicapped youngster is a part. It would, too, be good reading for any counselor who works with a student body which includes—as most of them do—children who deviate markedly from what we are pleased to designate as "the normal." A program with three phases is suggested. (1) Become informed about the child and his problems. (2) Develop a positive action program. (3) Talk out all problems.

"Labor Speaks Up for Vocational Education," *American Vocational Journal*, 28 (November, 1954), pp. 20-22.

This is composed of quotations from the Report of the Executive Council of the American Federation of Labor to the latest A. F. of L. convention. It reviews past efforts of the labor organization to improve vocational education. It tells of efforts made, with moderate success so far, under the present administration to improve occupational preparedness school pro-

grams. It relates successful experiences in the last Congress in preventing the vitiating of national programs presently functioning under the Smith-Hughes Act and the George-Barden Act. James Petrillo acted as Chairman of the A. F. of L. Committee on Education.

Recreation as a Profession in the Southern Region. National Recreation Association, 8 West Eighth Street, New York. January, 1955. 160 pp.

The need for recreation leaders to serve in communities, mental hospitals, and youth-serving agencies of the South is growing more rapidly than college-trained workers can be provided, according to the report of a study just completed by The National Recreation Association and the Southern Regional Education Board.

A regional action program recommended to improve the profession regionally includes three major points: intensified recruitment to increase the number of students preparing for the field; expansion of undergraduate major curricula in recreation; and improvement of graduate major curricula.

More than 4,200 full-time recreation leaders are now employed in the Southern Region, and employers expect to nearly double this number in a five year period, the study reports. The potential employment in the field now appears to exceed ten thousand.

GEORGE FORLANO, "Measuring the Quality of Social Acceptability in Some Ninth Grade Core and Noncore Classes," *The High School Journal*, 38 (October, 1954), pp. 12-16.

A study was made in New York City in an attempt to ascertain if "the development of personal and social adjustment of the pupils" was significantly better in groups where the same teacher taught English and social studies as an integrated core than in

groups where the subjects were taught separately by different teachers. The design of the study called for the calculation of a rejection score and of an acceptance score based on responses to the Revised Ohio Social Acceptance Scale. The scale was administered to the two groups twice each, in January, 1953, and in June, 1953, and the results compared statistically.

"For the period studied, the core group showed a significant reduction in mean rejection score with a corresponding significant gain in mean acceptance scores. On the other hand, over the same period of time the non-core group showed a significant increase in mean rejection score and a corresponding decrease in mean acceptance score." It would be very interesting to see similar studies made in several other school systems.

ROBERT C. GOODWIN, "Committee Focuses Attention on Problems of Older Workers," *Employment Security Review*, 21 (November, 1954), pp. 3-4.

This is the introduction to this issue of the *Review* which is devoted almost in toto to the problems of developing services for older workers. The "committee" is made up of staff members of several bureaus of the Labor Department, the Bureaus of Employment Security, Labor Standards, Apprenticeship, Labor Statistics, and the Women's Bureau. An attempt is being made to prevent the return of such beliefs as that when a person passed 45 he becomes unemployable, which was commonly accepted in the days of the big depression. "The Secretary's Intra-departmental Committee is planning a dynamic information and education program to effect better public understanding of the older worker program and to facilitate the extension and improvement of services available to older workers."

EMORY J. WESLEY, Louisville (Kentucky) Public Schools.



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